COMPONENT/GOAL	DESCRIPTION for 2008 Preliminary Review	DESCRIPTION for 2010 Commissioner's Review	Description for 2012 Commissioner's Review

PROFICIENCY-BASED   GRADUATION   REQUIREMENTS

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Access/Opportunity *All students have access to multiple opportunities to learn in a rigorous, guaranteed, and viable curriculum as evidenced in their Individual Learning Plan (ILP).*	Substantial alignment (described in alignment) of curricula and assessments, disaggregated course taking data with plans to provide full access to rigorous courses by all students, evidence of multiple pathways, and ILP for all students that result in their meeting academic, career, personal/social goals	*Full* alignment of curricula and assessments, disaggregated data analysis showing *full access* to rigorous courses and multiple and varied opportunities for all students. *Full ILP process* (described in personalization) for all students grades 6-12	*Regular and ongoing review and revisions* of curricula, ILP process, and all other programs based on data analysis that ensures continued access to rigorous courses and multiple and varied opportunities for all secondary students. (ILP described in personalization)
Alignment *Instruction and major assessments are aligned to GSEs or adopted national standards where appropriate and applied learning skills. Ongoing analysis ensures that curriculum provides full access and opportunity for all students.*	Substantial alignment of courses and major assessments in all disciplines to mathematics, reading, writing, and oral communication GSEs. Gap analysis and subsequent plan to address gaps and excessive redundancies.	*Full* alignment of courses and major assessments in all disciplines to math, reading, writing, and oral communication GSEs. Gap analysis *process that continues* to address gaps and redundancies as a result of assessment and curriculum changes. *Adoption of science, civics & government and historical perspectives/RI history GSEs and local social studies standards based on the national standards. Plan to align to the Arts and technology GSEs as they are adopted.* *Develop plan to complete alignment to GLEs (reading, writing, oral communication, and mathematics) and gap analysis for middle level grades*.	*Regular and ongoing review and revisions (gap analysis)* of curricula to ensure full alignment of courses and major assessments in all disciplines to math, reading, writing, and oral communication GLEs/GSEs in Grades 6-12 as well as, *alignment of assessments and courses to the science, arts, civics & government and historical perspectives/RI history, and technology GSEs and local social studies standards based on the national standards.*
Sufficiency *Students have enough opportunities through a variety of assessments and activities to demonstrate proficiency for graduation.*	Description of the numbers and types of major assessments required to show proficiency for graduation	*Data supported decisions* regarding the numbers and types of major assessments required to show proficiency for graduation.	Data supported decisions regarding the numbers and types of major assessments required to show proficiency for graduation.

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Fairness *LEAs ensure that all programs/pathways and assessments are fair and unbiased. Student progress is monitored and communicated in a timely and appropriate manner and that there is an appeals process for contested decisions.*	Review of HS Diploma System for bias and of assessments for bias and Universal Design for Learning (UDL). Communication of student expectations and progress and an adopted appeals process shared with all community stakeholders	***Ongoing process*** for reviewing Diploma System for bias and UDL. Communication of student expectations and progress and an adopted appeals process. ***Plans for reviewing middle level assessments for bias. Communication plan to share student expectations and progress for middle level.***	Ongoing systemic process for reviewing Diploma System for bias and UDL. Communication of student expectations and progress and an adopted appeals process.
Standard Setting *LEAs have a **process** for developing a policy and procedures to determine whether a student has met the minimum level of proficiency required for graduation.*	Description of standard for graduate/not graduate decisions	***Policy and procedures for analyzing local and state assessment data (grades, performance-based assessments, and state standardized assessments) are how they are used for making proficiency-based*** graduate/not graduate decisions. ***Develop policy and procedures for informing promotion decisions for middle level students***	Policy and procedures for analyzing local and state assessment data (grades, performance-based assessments, and state standardized assessments) and how they are used for making proficiency-based graduate/not graduate decisions for high school students ***and promotion decisions for middle level students***.
SUPPORTS TO STUDENTS			
Literacy *LEA has scaffolded literacy program that supports all students (k-12) in reading at grade level.* *LEA has adopted numeracy strategies to support all students in meeting the required mathematics GSEs.*	Evidence of a three-tiered scaffolded-literacy program that meets literacy policy criteria	***Fully implemented*** three-tiered scaffolded literacy program that meets literacy policy criteria. ***Evidence of secondary plans/strategies for supporting students meeting mathematics GLEs/GSEs.*** ***Evidence of plans/strategies for supporting students in meeting fourth year mathematics requirement.***	***Regular and ongoing review and revisions*** of fully implemented secondary scaffolded literacy program that meets literacy policy criteria. ***Implementation*** of secondary strategies for supporting students meeting mathematics GLEs/GSEs. ***Implementation*** of high school strategies for supporting students in meeting fourth year mathematics requirement.

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Personalization *Each student is well known and supported through a variety of strategies to successfully meet their academic, career, and personal/social goals.*	Structures that allow for personalization for all students including assignment of a responsible adult to each student (in addition to his/her school counselor) who is knowledgeable about that student and monitors and supports his/her progress	*Full implementation* of personalization strategies including assignment of a responsible adult to each student (in addition to his/her school counsel or) who is knowledgeable about that student and monitors and supports his/her progress. *Full ILP process* for all secondary students that *supports them meeting their goals, supports transitions and informs the design of supports and scheduling* *Development of advisory process as a personalization strategy at the middle level as described in the 2008 Regulations* *Implementation of Response to Intervention (RTI)*	*Regular and ongoing review and revisions* of all personalization strategies including RTI and ILP processes (grades 6 – 12) to support them meeting their goals, supports transitions and informs the design of supports and scheduling *Full implementation of advisory at the middle level*
Comprehensive School Counseling (CSC) *LEAs will implement and support a K-12 data-driven counseling program that is guided by the RI RISCA Frameworks*	Development of CSC program that demonstrates collaboration across the school community to support student success in the academic, career, and personal/social domains	*Full implementation* of systemic CSC program that demonstrates collaboration across the school community to support student success in the academic, career, and personal/social domains	*Regular and ongoing review and revisions* of a systemic collaborative CSC program that focuses on data identified issues related to students achieving proficiency
SUPPORTS TO STAFF			
Professional Development *Professional development (PD) programs that create opportunities for improving teaching and learning and helps build capacity within the school.*	At least 15 hours of PD aligned to HS diploma system support focused on the priority areas of literacy, numeracy, graduation by proficiency, and/or personalization	At least 15 hours of PD aligned to Diploma System support focused on the priority areas of literacy, numeracy, graduation by proficiency, and/or personalization – *as informed by each school's student achievement data and guided by best practice in the above-mentioned priority areas.*	At least 15 hours of PD aligned to Diploma System support focused on the LEAs identified priority within the high school diploma system – as informed by each school's student achievement data and guided by best practice

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Common Planning Time (CPT) *CPT programs developed for substantive planning of instruction, looking at student work, addressing student needs (especially those with the greatest needs), and providing opportunities for group professional development*	All teachers participate in regularly scheduled interdisciplinary CPT sessions focused on improving student achievement. CPT focus is determined by utilizing a variety of sources of student achievement data	All teachers participate in regularly scheduled interdisciplinary and ***intradisciplinary*** CPT sessions (as described in 2008 Secondary Regulations) focused on improving student achievement. CPT focus determined by utilizing a variety of sources of student achievement data and current relevant research	All teachers participate in regularly scheduled interdisciplinary and intradisciplinary CPT sessions (as described in 2008 Secondary Regulations) focused on improving student achievement. CPT focus determined by utilizing a variety of sources of student achievement data and current relevant research
Leadership *Coordinated and comprehensive leadership that demonstrates collaboration among all stakeholders focused on supporting student achievement and personal growth*	Leadership structure that shows coordination of efforts and resources available for supporting leadership	***Alignment of district leadership organization to RI state leadership standards. Continuum of leadership organized to provide support, resources, and coordination for implementing and sustaining Diploma System. Development of seamless articulation process middle level and high schools to improve transitions and graduation rates***	Alignment of leadership organization to RI state leadership standards. Continuum of leadership organized to provide support, resources, and coordination for implementing and sustaining Diploma System. ***Implementation of seamless articulation process middle level and high schools to improve transitions and graduation rates***
COMMUNICATION			
Communication *LEAs are responsible to communicate effectively, information pertaining to both state and local proficiency-based graduation requirements and student progress to all key stakeholders*	Implementation of communication plan that demonstrates strategies and schedule of communications that informs all stakeholders	Implementation of LEA communication plan that demonstrates systemic communication strategies and schedule of communications that informs all key stakeholders ***in a culturally and linguistically responsive manner*** ***Communication process that supports articulation between middle level and high schools***	***Regular and ongoing review and revisions*** of LEA communication plan that demonstrates strategies and schedule of communications that inform all key stakeholders that supports articulation between middle level and high schools and ***supports pK-12 articulation***

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DATA USE & POLICY			
Data Use *Decisions regarding student success and all other aspects of the diploma system must be substantiated by multiple sources of data. Additionally, data must be used to determine the overall efficacy of the implementation of the Diploma System*	Collection, analysis, and use of data to inform policy and decision making with regards to programs and documenting student achievement	Collection, analysis, and use of data (data analysis process) to inform policy and decision making with regards to programs and documenting student achievement at the secondary level as well as, *evaluation of the effectiveness of all aspects of the Diploma System* *Validation of your local assessment system must be measured against state assessment results*	*Regular and ongoing review and revisions* of data analysis process used to inform policy and decision making with regards to programs, documenting student achievement at the secondary level, and evaluating the effectiveness of all aspects of the Diploma System.
Policy *District policy must reflect the commitment to assuring access for all students to the educational opportunities that lead to graduation by proficiency.*	Adopted graduation and appeals process, policy for regular review of the effectiveness of programs and structures	Adopted graduation and appeals process, policy for regular review of the effectiveness of programs and structures. *Development and plan for adoption of transition policies including transfer, promotions and post-secondary planning* *Updated graduation requirements to meet the 2008 regulations.*	*Regular review and revisions* of adopted policies that support full implementation and effectiveness of its Diploma System and its programs and structures.